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ABSTRACT

This paper examines the ways in which intent, persistence, mobility, aspirations, and attitudes influence the number of women in educational administration. To explore these issues, two surveys were conducted. The first survey was distributed to students taking classes at either the specialist or master's degree level at a state university. A second survey was conducted of alumni who had received a degree in educational administration from the same school. The results indicate that the percentage of women (54 percent) enrolled in graduate-level programs was greater than the percentage of men. Overall, levels of aspiration, mobility, and persistence continued to affect the number of women in various levels of educational administration. Although all those surveyed listed the objective to obtain certification with the intent to enter educational administration as their most important goal, other, gender-specific reasons were influential. For the men in the master's program, obtaining certification with the intent of going into administration and moving across the salary scale were first and second in importance, whereas the women ranked convenient location and moving across the salary scale as their top two influences. As regards aspiration, 55 percent of the men, compared to 25 percent of the women, indicated that the superintendency was their ultimate career goal. (Contains 12 references.) (RJM)

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LEVEL OF ASPIRATION, MOBILITY, AND PERSISITENCE: FACTORS IMPACTING THE NUMBER OF WOMEN IN EDUCATIONAL ADMINISTRATION

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LEVEL OF ASPIRATION, MOBILITY, AND PERSISITENCE: FACTORS IMPACTING THE NUMBER OF WOMEN IN EDUCATIONAL ADMINISTRATION

There has been an ongoing concern regarding the continuing under representation of women at various level of educational administration. A part of this conversation has included the identification of barriers that have existed which have prevented women from obtaining these positions (Grogan, 1996; Leadership: Creating, 1992; Shakeshaft, 1985). Some of the barriers that have been identified include negative attitudes, socialization patterns, level of aspiration, lack of support, and mobility. Recent research has shown that the situation has improved in the last twenty years. However, negative attitudes and socialization patterns still exist that are acting as barriers (Shepard, 1997 a & b). The lack of support also continues to be an issue (Shepard, 1993).

Findings in literature were contradictory regarding level of aspiration and mobility (Dopp & Sloan, 1986; Edson, 1987; Gross & Trask, 1976; Shepard, 1993). Further study was needed to clarify how these issues were impacting women today.

An additional issue that was addressed was the willingness of women to put forth the effort to overcome these barriers. Were women demonstrating the persistence to obtain the principalship or the superintendency?

A survey was conducted of all masters and specialist students at a regional university to determine their career intent when beginning their studies. This was a pool of over 200 students. Were they actually intending to go into administration or were they taking educational administration classes for other reasons? They were also asked what position they aspired to in administration. In addition, students in the specialist program were asked their current position to determine if those students had moved into

administration upon completion of a master's in educational administration. In order to do a comparison between male and female students, each student was asked to indicate their gender.

Additional questions on this survey addressed the issue of mobility. The students were asked to indicate the geographic areas they would consider when applying for a position. The choices ranged from only in their current district to anywhere a position was available.

An additional survey was conducted of graduates of the educational administration program within the past fifteen years. A sample of 150 students was chosen. These students were asked to indicate their current position. They were also asked what their intent had been when beginning their graduate work in educational administration. In order to determine the degree of persistence in obtaining administrative positions, they were asked to indicate the number of positions they had applied for, the number of interviews they have had and the number of jobs they had been offered. The respondents were also asked to indicate the number of positions they had accepted and rejected.

Methodology

Two surveys were conducted to answer the research questions. In the spring of 1999, a survey was distributed to all students that were taking any class at either the specialist or master's degree level in the Department of Educational Administration and Counseling at Southeast Missouri State University. A survey was developed for each of three groups of students. These three groups of students were: 1) students taking classes at the master's level in educational administration, 2) students taking specialist level

classes that had already completed a master's degree in educational administration, and 3) students taking specialist level classes that had a master's degree in an area other than educational administration. (This group will be referred to as having a foreign master's degree.) Table 1 provides data that indicates the number of surveys obtained from each of these student groups by gender. Because the surveys were distributed and returned to class instructors, a 100 percent rate of return was obtained.

Table 1 – The Number and Percent of Surveys by Student Group and Gender

Student Group	Male		Female		Total
	N	%	N	%	
MA/Ed. Adm.	61	47	68	53	129
Sp/MA in Ed. Adm.	26	63	15	37	41
Sp/MA Foreign	13	27	35	73	48
Total	100	46	118	54	218

A second survey was conducted of alumni of the Department of Educational Administration and Counseling that had received a degree in Educational Administration. The people included in the survey were individuals belonging to the alumni association of Southeast Missouri State University with a masters or Specialist degree in educational administration and who had graduated in the last 15 years. The surveys were sent to 159 individuals, 108 men and 51 women. A 37% return rate was obtained. The data showing return rate by gender is shown in Table 2.

Table 2 - Number and Percent of Response to the Survey from Alumni

	Male		Female		Total	
	N	%	N	%	N	%
Response	37	34	22	43	59	37

Individuals were asked their current career status, their intent to go into administration when pursuing certification, if they had applied for positions and the results of the application process. Information was requested regarding the number of positions applied for and the number of interviews they had received. In addition, they were asked about positions offered and accepted. Another question of respondents currently in administrative positions determined the number of administrative positions held and the number of years in each position. They were also asked to indicate whither they had continued their education beyond the Masters degree.

Results

The first information of interest from the survey of current students was that the distribution of students by gender showed that the student population at Southeast Missouri State University now reflects what has been indicated as characteristic of other graduate level programs. The percentage of women enrolled in graduate level programs, 54 percent, was greater that the percentage of men, 46 percent. This has been a change since 1992 when the percentage of women enrolled was 40 percent and the percentage of men was 60 percent.

Current Career Status

Students were asked to indicate their current career status. Students that were working on a master's degree and those enrolled in specialist classes with a foreign

masters would be expected to be similar as they would not have obtained certification for administrative positions. Specialist students with a master's in educational administration would have the potential of achieving administrative positions if they had completed the licensure exam and applied for administrative positions. Table 3 shows the position status of each of the three groups of students.

Table 3 – Position Status of the Three Groups of Students Given in Percent of Group

Student Group	Male	Female
Master's	N= 61	N = 68
Classroom	80.3	70.6
Special Education Classroom	-	13.2
Supervisory Position	8.2	7.4
Counselor	1.6	2.9
Other	9.8	6.9
Sp/Foreign Master's	N = 13	N = 35
Classroom	30.8	60.0
Counselor	7.7	11.4
Supervisory Position	38.5	11.4
Other	23.0	16.2
Sp/Ed.Adm.Master's	N = 26	N = 15
Classroom	34.6	46.7
Other	-	6.7
Administration	65.4	46.7

Of interest in these data were the number of individuals in positions other than classroom positions in both the groups of students at the master's level and specialist students with a foreign master's. Also, for the students at the specialist level with a

foreign master's, almost 30 percent more of the male students than female students have already moved into a supervisory position.

Table 4 provides data that show the current career status the alumni respondents to the second survey. This data provided additional information that indicated a difference between male and female respondents. Whereas 41% of the women respondents were still in the classroom, only 16% of the men were in the classroom. Of the individuals currently in administrative positions, 76% of the men and 45% of the women were in these positions.

Table 4 - Current Career Status

	Male		Female	
Position	N	%	N	%
Teacher	6	16	9	41
Administrator	28	76	10	45
Higher Education	2	5	1	5
Other	1	3	2	9
Total	37	100	22	100

Degree of Intent

The degree of intent was addressed in two ways. First, the current students were asked to indicate the level of importance of five statements in determining the reason for enrolling in classes in educational administration. They were to rank order the five

statements. The statement ranked first was interpreted to indicate the reason was very important, second indicated important, third somewhat important, fourth not very important, and fifth as unimportant. Table 5 provides the information from the students in the master's program and specialist students with a foreign master's degree because the statements on these two surveys were identical.

Table 5 – Reasons for Enrolling in Classes in Educational Administration for Master's Degree Students and Specialist Degree Students with a Foreign Master's Degree by Gender Expressed in Percent of Respondents

Reason		Master's		Sp/Foreign Master's	
		M(N=61)	F(N=68)	M(N=13)	F(N=35)
Convenient location[a]	MI[b]	23.0	26.5	-	14.3
	I[c]	13.1	25.0	23.1	25.7
MI + I Total		**36.1**	**51.5**	**23.1**	**40.0**
Move salary scale	MI	16.4	25.0	-	11.4
	I	21.3	20.6	7.7	22.9
MI + I Total		**37.7**	**45.6**	**7.7**	**34.3**
Obtain certification	MI	45.9	30.9	38.5	45.7
	I	11.5	5.9	7.7	2.9
MI + I Total		**57.4**	**36.8**	**46.2**	**48.6**
Learn about adm	MI	14.8	16.2	7.7	20.0
	I	8.2	8.2	-	5.7
	Total	**23.0**	**24.4**	**7.7**	**25.7**

(Table 5 – Continues)

Table 5 – Continued

Position/Cert	MI	8.2	5.9	23.1	8.6
	I	1.6	-	-	-
	MI + I Total	**9.8**	**5.9**	**23.1**	**8.6**

[a] The complete statement of the reasons:

> The classes are taught at a location that is convenient to me.
> The classes will give me the hours I need to move across the salary scale in my district.
> I have every intention of going into administration and need to obtain certification.
> I am thinking about going into administration and am taking the classes to learn more about administration
> I have already been offered a position in administration and must have the classes for certification.

[b] Most Important
[c] Important

When you just consider the choice of "most important," the reason for taking courses in educational administration that ranked first for both men and women in both groups was "I have every intention of going into administration and need to obtain certification." When the percentage for the choices of "most important" and "important" were totaled, this item remained the highest ranked item for three of the four groups but dropped to third place for women enrolled in master's courses. The item "The classes are taught at a location that is convenient to me" became the highest ranked choice followed by "The classes will give me the hours I need to move across the salary scale in my district" for these women. For men in the master's courses, the totals of the percentages

of "most important" and "important" gave the reason of movement on the salary scale the second highest choice followed by the reason regarding convenience of location.

The specialist students that have a master's degree in educational administration were asked to rank statements also. The last two statements were changed due to the fact that these students were certified for the principalship upon completing the master's degree program. Table 6 provides the results of the responses from these students.

Table 6 – Reasons for Enrolling in Classes in Educational Administration for Specialist Degree Students with a Master's Degree in Educational Administration by Gender

Reason		Sp/EdAdm	
		M (N=26)	F (N=15)
Convenient location[a]	MI[b]	11.5	13.3
	I[c]	23.1	20.1
	MI + I Total	**34.6**	**33.3**
Move salary scale	MI	7.7	-
	I	-	6.7
	MI + I Total	**7.7**	**6.7**
Obtain certification	MI	23.1	40.0
	I	3.8	-
	MI + I Total	**26.9**	**40.0**

(Table 6 continues)

Table 6 – Continued

Advanced certification	MI	15.4	13.3
	I	3.8	6.7
	MI + I Total	**19.2**	**20.0**
Additional certification	MI	46.2	33.3
	I	7.7	6.7
	MI + I Total	**53.9**	**40.0**

[a] The complete statement of the reason:

> The classes are taught at a location that is convenient to me.
> The classes will give me the hours I need to move across the salary scale in my district.
> I am in the classroom and have every intention of going into administration. I wish to obtain certification beyond that provided by a masters degree for the principalship.
> I have a building level administrative position and am obtaining advanced certification in the same area.
> I have certification and a position in administration but need additional certification to obtain other administrative positions I am interested in seeking.

[b] Most Important
[c] Important

When looking at this data it was important to remember that these individuals have already obtained certification at the master's degree level. Therefore, additional certification as stated in the third and fifth reasons were the "most important" reasons for taking the course work. In addition, 65 percent of the men and 47 percent of the women were already in administrative positions.

The alumni were asked the direct question regarding intent to go into administration. The information in Table 7 shows that 17% of the men and 19% of the women had no intention or were undecided about obtaining an administrative position when they were completing graduate classes. Close to 80% of both men and women had every intent to seek administrative positions.

Table 7 - Intent to Go Into Administration

	Male		Female	
Intention	N	%	N	%
Every intention	31	83	17	81
No intention	1	3	1	5
Undecided	5	14	3	14
Total	37	100	21*	100

*No response from 1 person

Since almost an equal number of men and women had every intent of seeking administrative positions, the data, which indicated what occurred following the receiving of a degree that would provide certification, was of interest. This information is shown in Table 8.

Table 8 - Career Choice Since Receiving Masters or Certification in Educational Administration

	Male		Female	
Career Choice	N	%	N	%
Not applied for certification/ remained in the classroom	3	8	4	19
Certified/ not applied for administrative position/ in the classroom	2	5	1	5
Certified/ applied for positions	32	86	17	76

When comparing this information with the information in Table 7 - Intent to Go into Administration, there was a very close agreement with the percent of individuals who had every intention of seeking administrative positions and those that did apply for positions after receiving certification. For men, 83 percent indicated they had every intent to become an administrator and 86 percent had applied for positions. There was a 5 percent difference in the number of women, 76 percent, who had applied for positions than had indicated they had every intent to go into administration, 81 percent. What has been the result over time or the persistence in seeking positions for this group will be discussed later.

Level of Aspiration

In addition to asking for reasons why students were taking educational administration courses, it was of interest to know the career aspirations of the students. Students who did not have administrative position were asked to indicate in how many

years they hoped to have an administrative position. Also, all students were asked to indicate what their ultimate career goal was as an administrator.

Time to obtain an administrative position. Table 9 provides information that indicates what the students anticipated as to how long it would be before they had obtained an administrative position. This information is for students taking master's classes and specialist students with foreign master's.

Table 9 – Time in Years When Students Anticipated Having an Administrative Position Expressed in Percent of Respondents

Years	MA		Sp/Foreign	
	M (N=61)	F (N = 68)	M (N = 13)	F (N = 35)
1 - 3	41.0	38.2	46.1	45.7
4-5	29.5	27.9	15.3	20.0
> 5	18.0	7.3	-	11.4
Total	88.5	63.4	61.4	77.1
N/A	11.5	27.9	38.5	22.9

More than 60 percent of all of these groups of students saw themselves in administrative positions within five years or less. Of interest is the fact that a number of students did not respond to this question. This is difficult to explain in light of the high

percentage of responses to other questions. Were these students not certain if they would take an administrative position or not interested in administration?

As indicated above, 65 percent of the male and 47 percent of the female specialist students with a master's in educational administration were already in administrative positions. An additional 23 percent of the men and 27 percent of the women indicated they anticipated obtaining an administrative position within three years.

Ultimate career goal. The second question addressing level of aspiration was what the students saw as their ultimate career goal in educational administration. What was interesting when reviewing the response to this question was the percentage of students who did not give a response. Table 10 gives this information for each group of students.

Table 10 – Percent and Number of Students by Group Who Did Not Indicate an Ultimate Career Position

Student Group	Percent Not Responding	
	M (N=100)	F (N= 118)
Master's Degree	32.8 (20)	50.0 (34)
Sp/Foreign Master's	7.7 (2)	22.9 (8)
Sp/EdAdm Master's	11.5 (3)	20.0 (3)

It is not possible to know why this occurred. Of the total number of men who completed a survey, 75 percent or 75 individuals indicated a career goal. For the women,

62 percent or 73 individuals designated a particular administrative position as a career goal. When analyzing the data to determine the percentage of individuals that chose a particular position as a career goal, the percentage was computed based on the number of respondents who made a choice. As a result the total number (N) for these computations was 148 individuals, 75 men and 73 women. Table - 11 provides this information. The various building level positions, assistant principal and principal of any level, were grouped as one category.

Table 11 – Percent of Students by Group and Gender Who Expressed Choice of Position as Ultimate Career Goal

Position	Degree Level	
	Master's Degree	
	M (N = 41)	F (N = 34)
Building level	51.2	41.2
Assistant Superintendent	-	14.7
Superintendent	39.0	17.6
Other	9.7	26.4[a]

(Table 11 – Continues)

Table 11 - Continued

	Sp/Foreign Master's	
	M (N = 11)	F (N = 27)
Building Level	18.2	44.4
Assistant Superintendent	-	18.5
Superintendent	81.8	25.9
Other	-	11.1
	Sp/Ed Adm Master's	
	M (N = 23)	F (N = 12)
Building Level	17.3	25.0
Assistant Superintendent	-	8.3
Superintendent	69.5	66.7
Other	13.0	-

Table 12 provides an analysis of responses for the total group that indicated an ultimate career goal.

Table 12 – Percent of Total Group by Gender Who Indicated a Career Goal Choice

Position	M (N = 75)	F (N = 73)
Building Level	36.0	39.7
Assistant Superintendent	-	15.0
Superintendent	54.6	28.8
Other	9.3	16.4

When looking at responses across the three groups of students, it is interesting to see that the career goal of assistant superintendent was never chosen by any of the male students. Only for the specialist students with a master's in educational administration was there any similarity between the percentage of men and women who selected the superintendency as an ultimate career goal. At the master's degree level, more than twice as many men as women indicated they would choose the superintendency. For specialist students with a foreign master's degree, more than three times as many men as women chose the superintendency.

Mobility

Another factor, which has caused women to not apply for many positions, has been their lack of mobility because of family responsibilities. To determine if mobility was also a factor for men and if a difference existed between men and women, all students were asked to indicate their preference when seeking a position. There were six possible choices. These choices ranged from only in their current district to relocating to

wherever a position was available. Table 13 provides information regarding the answers to this question.

Table 13 – Geographical Preference When Seeking an Administrative Position Expresses in Percent of Respondents

Geographic Preference	Master's		Sp/ForMA		Sp/EdAdmMA	
	M	F	M	F	M	F
1. Current District[a]	13.6	23.6	7.6	22.5	15.3	28.6
2. Commuting Distance	37.3	49.1	38.4	35.4	23.0	50.0
Total 1 + 2	**50.8**	**72.7**	**46.1**	**58.0**	**38.4**	**78.6**
3. Southeast Missouri	18.6	7.2	15.3	9.6	19.2	14.2
Total 1 + 2 + 3	**69.4**	**80.0**	**61.5**	**67.7**	**57.6**	**92.8**
4. Only Missouri	6.8	7.3	30.7	9.6	11.5	--
Total 1+ 2 + 3 + 4	**76.2**	**87.3**	**92.3**	**77.4**	**69.2**	**92.8**
5. Midwest	10.2	1.8	--	3.2	**3.8**	--
6. Anywhere	13.6	10.9	7.6	19.4	26.9	7.1
Total	**100.0**	**100.0**	**99.9**	**100.0**	**99.9**	**99.9**

[a] Complete statement of each choice:

1. I will seek a position only in my current district.
2. I will seek a position only within commuting distance of my present residence.
3. I will be interested in a position only in the southeastern region of Missouri.
4. I will be interested in a position only in Missouri.
5. I will relocate only in the mid-west.
6. I will relocate to wherever the position is available.

When looking at this information, it was evident that the geographic location of an opening in administration would greatly influence the students when seeking a position. More than 20 percent of the women in each group indicated that they would only seek a position in their current district. For men, geographic location was less of an issue than for women. However, over 60 percent of all of the men were only interested in positions in southeastern Missouri. For women, this choice ranged from 63 percent to over 90 percent. Table 14 provides the data for the group as a whole.

Table 14 – Geographic Preference When Seeking a Position – Total Group Expressed in Percent

Geographic Preference	Total Group	
	M	F
1. Current District[a]	13.2	24.0
2. Commuting Distance	38.6	45.0
Total 1 + 2	**46.9**	**69.0**
3. Southeast Missouri	18.3	9.0
Total 1 + 2 + 3	**65.3**	**78.0**
4. Only Missouri	11.2	7.0
Total 1+ 2 + 3 + 4	**76.5**	**85.0**
5. Midwest	7.1	2.0
6. Anywhere	16.3	13.0
Total	**99.0**	**100.0**

[a] Complete statement of each choice:

1. I will seek a position only in my current district.
2. I will seek a position only within commuting distance of my present residence.
3. I will be interested in a position only in the southeastern region of Missouri.
4. I will be interested in a position only in Missouri.
5. I will relocate only in the mid-west.
6. I will relocate to wherever the position is available.

Of particular interest was the fact that when the percentage of individuals who were interested in positions that were within commuting distance of their residence was added to those interested in a position only within their current district, this represented 47 percent of the men and 69 percent of the women. The data indicates that few of those surveyed would move out of Missouri. Those who would seek a position outside of Missouri represent only about 25 percent of the men and 15 percent of the women.

Persistence in Seeking Positions

Questions were asked of the alumni group to determine what these individuals have done as far as actually seeking administrative positions after receiving certification. This information is shown in Table 15. For this data, 29 or 90% of the men with certification answered these questions. For women, 17 or 100% of the women who received certification and applied for positions answered these questions.

Table 15 - Number of Administrative Positions Applied for by Respondents and Results of the Application Process.

Number of Positions and Results	Male N = 29(90%)		Female N = 17(100%)	
	Total	Mean	Total	Mean
Number of positions applied for	143	4.9	39	2.3
Number of interviews	112	3.9	29	1.7
Number of positions offered	88	3.0	21	1.2
Number of positions accepted	54	2.0	19	1.1
Number of positions not accepted	34	1.2	4	.2

The data in Table 15 indicates that women have been applying for half as many positions as men, 2.3 positions for women versus 4.9 positions for men. They also have been receiving half as many interviews when applying for positions and have had almost two-thirds fewer positions offered following application and interviews. Men have accepted two out of three positions offered. Women have accepted almost every position offered.

The question was also asked determining the number of administrative positions each individual had held. They were then asked to indicate the number of years in each position. An average was obtained from these answers as shown in Table 16.

Table 16 - Average Number of Administrative Positions Held and Average Length of Time in a Position

	Male	Female
Number of Respondents	31 (84%)	10 (45%)
Average number of positions held	2.0	1.7
Average number of years in a position	8.2	5.4

The number of positions held by men and women was quite similar. However, the number of years in a position was almost three years longer for men. The low response rate for women may have impacted this data and this may not be a true picture.

Another area that could indicate the persistence of past students in pursuing a career in administration would be if these students had continued to further their education in educational administration. Table 17 provides the data regarding the additional education obtained beyond the master's degree.

Table 17 - Current Status in Degree Programs in Educational Administration

	Male		Female	
Degree Status	N	%	N	%
Have a Specialist Degree	9	24	2	10
Enrolled in a Specialist program	13	35	7	33
Continued as a non-degree student	2	5	2	10
Enrolled in Ed.D./Ph.D.	3	8	1	5
Completed Ed.D./Ph.D.	2	5		
Not continued beyond a Masters degree	8	22	9	43

This data showed that 43 percent of the women as compared to 22 percent of the men had not continued to pursue additional education and/or certification beyond the Masters degree. Also, twice as many men had Specialist degrees as women. More men than women were enrolled in Ed.D./Ph.D. programs and only men had completed a terminal degree.

Conclusions

There is evidence to support the conclusion that intent, level of aspiration, mobility, and persistence continue to be factors that are impacting the number of women in various levels of educational administration. Each of these factors will be summarized.

When reviewing the data on reasons for enrolling in classes in educational administration and analyzing which reason were indicated as most important and important, an interesting ranking occurred. Although all groups listed the objective to obtain certification with the intent to enter educational administration as most important,

other reasons were also influential. For the men who were enrolled in the master's program, obtaining certification for the intent of going into administration remained first in the ranking, 57.4 percent, when the percentages for "most important" and "important" were totaled. "Move across the salary scale," 37.7 percent, was followed by " convenient location," 36.1 percent. For women in the master's program when these same two percentages were totaled, a very different ranking occurred. "Convenient location," 51.1 percent, was ranked first with "move across the salary scale," 45.6 percent, second and "obtain certification" third with 36.8 percent. This would indicate that these women are not aspiring to enter administration with the same seriousness of intent as the men.

The students in the specialist program with a foreign master's degree must take approximately 30 hours of prerequisites in addition to the specialist courses to complete this degree. For these students, both men and women, when the percentages for the choices of "most important" and "important" were totaled, the choice of "obtain certification" remained the first choice. The percentage for men was 46.2, and the percentage for women was 48.6. Because these students already have a master's degree in another field before beginning classes in educational administration, it is believed that the level of motivation for obtaining certification is higher as this would indicate. In fact, for the men in this group, the choice of "have already been offered a position in administration and must have the classes for certification" was ranked second with the total 23.1 percent coming from only the choice "most important." "Convenient location" received the same total of 23.1 percent for men but only from the choice "important." For women, "convenient location," became the second choice in the ranking with 40.0

percent and "move on the salary scale" was third with 34.3 percent. Again, for women "convenient location" is an influencing factor.

When looking at the percentages for specialist students with a master's degree in educational administration, obtaining certification beyond the master's degree certification for the principalship was the expected first choice for these students. The specialist degree is needed in Missouri for certification as a superintendent. However, "convenient location" was certainly a consideration as this choice received a total of over 33 percent for both men and women.

It is apparent that convenience of location is an influencing factor for students enrolling in courses in educational administration. The question of interest is then to determine the level of aspiration of these students. Do they aspire to positions in educational administration? How soon do they anticipate having an administrative position? What do they see as a career goal?

The results from the alumni group regarding career intent provided several interesting findings. Of the male respondents, 83 percent had every intent to pursue administrative positions when entering graduate programs, and currently 76 percent were in an administrative position. For men this corresponds closely with the original intent as 17 percent were undecided or had no intent of going into administration and currently 16 percent are still in the classroom. Of the group of men, 91 percent did obtain certification.

For women in the alumni group, 81 percent were serious about entering administration but only 45 percent were currently in an administrative position. For women the correspondence between original intention and the current position status was quite different. Only 19 percent of the women were undecided or had no intent to seek

administrative positions but currently 41 percent were still in the classroom. In fact, 19 percent of the women did not seek certification.

There are several questions of interest when determining level of aspiration. How soon do they anticipate having an administrative position? What do they see as a career goal?

For students currently in the master's program and in the specialist program with a foreign master's degree, close to 40 percent indicated they anticipated having an administrative position in three years or less; and over 60 percent indicated that they anticipated having a position within five years or less. (See Table 5) These are students who are not currently in administrative positions. This leaves 30 to 40 percent of these students not anticipating being in administration within five years or not indicating a desire to be in a position within a time frame.

Several students in the specialist program with master's in educational administration already were in administrative positions, 65 percent of the men and 47 percent of the women. An additional 23 percent of the men and 27 percent of the women anticipated obtaining an administrative position within three years. For the male students in this group this means 88 percent may to be in administration in three years or less and for the women 74 percent. For all groups of students, this would indicate that there are those who are not aspiring to positions in educational administration.

Another indication of level of aspiration would be an indication of an ultimate career goal. From all of the current students surveyed, 25 percent of the men and 38 percent of the women did not indicate an ultimate career goal. An immediate conclusion is that again there are a number of individuals not aspiring to administrative positions.

When looking at the individual groups, at the master's degree level 33 percent of the men and 50 percent of the women did not respond to this question. These are significant percentages.

The level of aspiration between men and women is very different. Among the current students, twice as many men, 55 percent, as women, 25 percent, chose the superintendency as their ultimate career goal. No men indicated the assistant superintendency while 15 percent of the women chose this position as their career goal. Slightly fewer men, 36 percent, than women, 40 percent, believed the building level would be their career goal. Also, of the 16 percent of the women who indicated a position outside of the principalship or superintendency, the position of director of education or support services was the position indicated most frequently. Level of aspiration is impacting both men and women. However, it is greater for women.

Mobility is also an issue influencing the number of individuals applying for administrative positions. This is true for both men and women. It is of greater influence for women but the percentages indicate mobility is also influencing men. For men 47 percent were only interested in a position within commuting distance of their current residence. This percentage increased to 69 percent for women. When the choice of location is only southeast Missouri, these numbers change to 65 percent for men and 78 percent for women. There are a significant number of individuals who will not seek positions beyond a chosen geographic area.

When studying the data from the alumni group, the difference in current position status for men and women can be at least partially attributed to the findings regarding the persistence in applying for positions and the results of the application process. Men have

been more persistent in seeking positions. The men had applied for an average of 4.5 positions and received an average of 3.5 interviews. Women had applied for 2.3 positions and had an average of 1.7 interviews. Men have had an average of 3.0 positions offered and women have had 1.2 positions offered following an interview. Since women have been applying for half as many positions as men, have been receiving half as many interviews, and have had almost two-thirds fewer positions offered, it is not logical that they would have a similar percentage of administrative jobs. The data regarding fewer interviews for women and fewer offers of positions may be partially understood and explained by earlier research by Shepard (1997; 1998, Summer), which found that school board presidents and superintendents have reservations regarding women as school district administrators.

Another factor impacting the employment of women could be the status of women with respect to degree obtained. Within the alumni group women have not been as persistent in pursing additional preparation in educational administration. Only 22 percent of the men, whereas 43 percent of the women, have not continued beyond the Master's degree level. However, this lack of persistence may be because the women have not been able to secure administrative positions; and, therefore, they have not continued their education. This is being offered as a possible explanation as the survey did not provide data that would verify this correlation. An additional explanation could be that because women have not continued beyond the Masters degree, other applicants were considered to be more qualified because of continued education.

Implications

When assessing the number of students enrolled in classes that lead to certification for positions in educational administration, all of these students cannot be considered potential applicants. This research has found that a number of these students do not have the intent of aspiring to administrative positions. There are other reasons influencing their selection of these classes such as convenience of location and movement across a salary scale. This is more true of women than of men.

Also, the data indicates that there are differences in levels of aspiration for the students in these classes. A number of individuals do not have a timeline for entering an administrative position nor do they have a career goal in mind. For those students with a stated career goal, a greater percentage of men aspire to the superintendnency than women. This research supports earlier studies that found that the aspirations of women entering administration were lower than the aspirations of men (Estler, 1975; Gross & Trask, 1976: Howe, 1973). This greater percentage of women not stating a career goal and not aspiring to the superintendency limits the number that can be thought of as potential administrative candidates.

The data addressing the issue of mobility also has implications regarding the number of women as potential applicants for administrative positions. With the large percentages of men and women limiting themselves geographically in their consideration of administrative position, this is also an influence on the number of potential applicants and particularly women candidates. This would be particularly true in less populated areas.

A gender difference does exist between men and women in the persistence extended in seeking and securing positions in educational administration. This research has shown that those who are not applying are women.

As a result of these findings, several suggestions are made to increase the number of women applicants. First, in order to increase the number of applicants women must be supported and encouraged to seek administrative positions. This need to encourage women is supported in additional research (Estler, 1975; Grady, 1992). Second, the lack of mobility indicates that individuals responsible for hiring administrators need to look internally and within neighboring districts for potential candidates and encourage these individuals to pursue certification.

Women must be encouraged and supported in the application process and be given serious consideration during interviews. Also, women must continue to pursue additional graduate work in educational administration in order to have an equal footing when comparisons are made on the qualifications of applicants.

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